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ABSTRACT

This handbook is intended for teachers who supervise special education practicum students in the K-12 special education program at the School of Education, the University of Colorado at Denver. It describes the processes, relationships, responsibilities, and skills students are expected to demonstrate during their practicum. Individual sections address the following areas: what a practicum is; the practicum experience; policies regarding absences; liability coverage; division of responsibilities (the student, university faculty, and cooperating teachers); practicum interaction (the relationship, planning the practicum, and the teacher as supervisor); styles of supervision; learning centered supervision (goals and major components); the learning centered clinical supervision cycle (the opening conference, the pre-observation conference, the unfocused observation, the focused observation, observational data analysis, and the feedback conference); communication with the practicum student; writing letters of reference; and administrative details. Two appendixes include such items as checklists, evaluation forms, verbatim examples, and observation helps. (DB)

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PRACTICUM EXPERIENCES FOR SPECIAL EDUCATION TEACHERS:

A HANDBOOK FOR TEACHERS WHO SUPERVISE SPECIAL EDUCATION PRACTICUM STUDENTS

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PREFACE

This handbook is for teachers who supervise special education practicum students from the University of Colorado at Denver. It describes the processes, the relationships, the responsibilities, and skills our students are expected to demonstrate during their practicum. Sections of this handbook are designed to be shared with the practicum student, with your school administrator, and university supervisors. Please feel free to copy any parts of this handbook. Thank you for your commitment to the development of special educators.

WHAT IS A PRACTICUM?

A practicum is an opportunity for teachers to practice newly acquired skills in a setting in which they can be observed and coached by selected certified teachers. Practicum outcomes are unique to each practicum student, based on his or her individual experience, skill level and commitment to growth.

The university faculty believe that professional opportunities to apply skills in natural settings are one of the most valuable components of the special education program. The practicum experience is not only an opportunity to demonstrate basic competencies as a teacher but also an opportunity to enlarge the scope of techniques and strategies that each teacher brings to the classroom. Therefore, practicum experiences are sought that will complement rather than duplicate practicum students' past experiences.

We require practicum students to reflect on their personal and professional goals and to submit those in writing prior to their placement in a practicum experience. We encourage them to share these goals with you, as their cooperating teacher at the start of their practicum. We hope that each of you finds that this experience also enhances your own professional expertise.

THE PRACTICUM EXPERIENCE

1. In order to be eligible for a Teacher I ,or II endorsement, candidates must complete a 400 hour practicum divided between secondary and elementary experiences. The length is reduced to 360 hours if the candidate already holds a current, Colorado teaching certificate. Teacher III candidates divide a 400 hour practicum among four placements: infant, preschool, elemenetary, and secondary experiences. All practicum are completed under the direct supervision of a properly endorsed teacher. Students are responsible for maintaining documentation of the number of contact hours they clock. The cooperating teacher verifies the accuracy of the documentation.

2. Students with less than one year of Special Education teaching experience must complete an unpaid, 360-400 hour long practicum under the supervision of a Special Education teacher, endorsed to teach in the area in which experience is being acquired. Practicum experiences are generally divided between elementary and secondary situations. The student must attend seminar sessions at the university during the course of the practicum. Additionally, a university professor will provide onsite observation, feedback and support to the student about three times during the practicum.

3. Students with more than one year of Special Education teaching experience in the area in which endorsement is sought may complete a portion of their practicum on the job provided they are currently serving students whose needs are in the endorsement area. Building level and special education administration approval must be obtained by the student prior to agreement with the university for an on-the-job practicum. Further, an in-district teacher with the appropriate endorsement must agree to act as a cooperating teacher during the practicum experience and must agree to attend one practicum seminar and to fulfill the role of cooperating teacher as specified below. The student must attend seminar sessions at the university during the course of the practicum. Additionally, a university professor will provide onsite observation, feedback and support to the student about three times during the practicum.

POLICIES REGARDING ABSENCES AND WITHDRAWING FROM PRACTICUM

Students who are absent from their practicum assignment more than two, but fewer than five, instructional days must work additional days to make up the total time missed. Any days missed, for reasons other than illness, must be approved by the student's cooperating teacher and university supervisor. Any absences beyond five days should be brought to the immediate attention of the university supervisor. Detailed information about the university's policies on absences and withdrawing from practicum are found in the practicum student's handbook and are available to the cooperating teacher upon request.

LIABILITY COVERAGE FOR PRACTICUM STUDENTS

1) Practicum students are deemed to be employees of the school district and are covered by the "Colorado Governmental Immunity act" for the purpose of liability insurance.

2) In addition, the University of Colorado has its own insurance which provides additional coverage for practicum students.

3) With both of the above, students are covered for alleged negligence that might arise, provided the student was acting within the scope of his or her duties. These policies do not provide protection for intentional acts such as striking a student (incidents involving physical abuse, sexual abuse, etc.).

4) Automobile liability follows the vehicle. Students driving their own cars are financially responsible for property damage or injury to others that they may cause by negligent driving.

5) The school district is responsible for providing Workman's compensation coverage to the practicum student.

DIVISION OF RESPONSIBILITIES

The following lists generally define the responsibilities of the parties involved in the practicum experience of special education teachers-in-training. These responsibilities will be carried out through the required activities listed in this handbook.

Responsibilities of Practicum Students:

1. Submit the practicum application
2. Visit and interview with teachers prior to placement
3. Learn about the pupils and classes to be taught
4. Schedule an initial conference with the cooperating teacher to set goals
5. Demonstrate professional behavior in all situations
6. Write detailed lesson goals, objectives, and strategies
7. Participate in all of the activities expected of the cooperating teacher
8. Make frequent self-evaluations and discuss them with the cooperating teacher and university supervisor
9. Make time available for conferences with the cooperating teacher, university supervisor and parents
10. Establish and promote appropriate and collegial relationships with other faculty, administrators and staff in the school
11. Complete all required practicum activities
12. Attend all practicum seminars
13. Complete all paperwork

University Responsibilities:

1. Ensure student placement
2. Orient the cooperating teacher and provide a handbook
3. Visit the practicum student in their placement approximately three times
4. Provide formative feedback to the practicum student throughout the practicum experience
5. Lead seminars to discuss issues related to practicum and specific assignments

Cooperating Teacher Responsibilites:

1. Assist the practicum student in developing realistic goals and objectives for the practicum
2. Encourage meaningful dialogue with the practicum student
3. Observe the practicum student while he/she is teaching and take systematic data during observations (at least once a week)
4. Assist the practicum student in analyzing the instructional process based on systematic data
5. Assist the practicum student in experimenting, adaptating, and modifying the curriculum
6. Assist the practicum student to acquire a broad repertoire of teaching skills and techniques
7. Provide a good role model in the assessment, implementation and evaluation of instruction designed to meet the individual needs of students
8. Assure that the student has an opportunity to participate in nonclassroom, professional activities such as team meetings, faculty meetings, staffings, and child study teams as time allows
9. Complete paperwork listed in Administrative Detail section below
10. Recommend a student grade for the practicum
11. Recommend student for endorsement
12. If necessary, alert university personnel well in advance, to any problems with satisfactory practicum completion are anticipated
13. Optional: Write a reference letter for the student

THE PRACTICUM INTERACTION

1. The Nature of the Relationship

The practicum experience enables university students, many of whom have already had teaching experience, to refine skills learned on campus. The quality of the experience is closely linked to the relationship that is developed between the individuals. Therefore, the ability of both individuals to communicate openly, plan together, observe and provide feedback, and to negotiate problem areas is critical to the success of the practicum experience.

At the beginning of the experience, both individuals must make their goals and expectations for the experience clear to one another. Often, the practicum student has targeted specific growth areas for emphasis. These targeted areas may include community curriculum development, the use of metacognitive learning strategies, consultation/collaboration skills, behavior management, cooperative learning or any of a number of other interest areas.

By the end of the practicum, students must demonstrate competencies in all the areas listed on the evaluation form. An initial conference between the cooperating teacher and the practicum student should reference the evaluation checklist and then plan for the demonstration of all the skills listed on the form.

2. Creating a Plan for the Practicum

Identify practicum student's strengths and weaknesses
Identify areas to emphasize
Create a schedule for gradual assumption of full responsibility for the students. The schedule (with suggested percentages of the total time) should include the following activities:

- Active Observation (5%)
- Small Group Instruction (10-15%)
- Team Teaching (10-15%)
- Full Teaching Responsibilities (65-75%)

3. The Teacher as Supervisor

Many cooperating teachers find supervision and evaluation of practicum students to be difficult. They often are uncomfortable in providing direction to their practicum students because they have not been trained as supervisors. Sometimes, the practicum student is (or seems like) a colleague, and is very different from a student teacher with little teaching or general life experience. Yet, a practicum student is, indeed, a student. He/she is there to learn. This handbook cannot totally solve all the problems, or make the cooperating teacher feel completely comfortable. However, having a guide to the basics of clinical supervision should assist in the process. With experience, many fine teachers can become "master" supervisors.

STYLES OF SUPERVISION OF PRACTICUM STUDENTS

"Take my advice: don't give advice." - Anonymous

Taking this particular piece of advice may be foolish or wise depending upon the developmental level and personality of the practicum student. Flanders (Amidon & Flanders, 1967) differentiates direct teaching styles (i.e., lecturing, directing criticizing) from indirect styles (i.e., accepting feelings, encouraging, acknowledging, using student ideas). Blumberg (1974) uses similar descriptions of supervisory behavior and has gathered some evidence that more experienced teachers prefer an indirect style of supervision, while less experienced teachers prefer more direction. Copeland's (1980) work also suggests that beginning teachers seem to prefer a more direct style of supervisory interaction.

Hersey and Blanchard (1972) have developed a theoretical framework upon which decisions to use one style or another can be based. Their model describes four basic styles of leadership: directing, coaching, supporting, and delegating. The following chart adapts the Hersey and Blanchard (1972) model to the specific situation of supervising a special education practicum student.

STYLE	BEHAVIORS THAT INDICATE LEADERSHIP STYLE
DIRECTING	Provides clear directions. Tells practicum student what to do and expects compliance. Will listen to input, but is clear about the desired outcome and who is in charge. Will explain the "whys" and rational of the decision or directions, may withdraw while the practicum student carries out the decision. Influences by explaining. Monitors performance. Feedback is both positive and negative. Most Effective When: Practicum student is in "crisis." A deviation from procedure will cause a serious/safety problem. Clear directions and standards are needed. Least Effective When: Long term use stifles the practicum student's growth or ability to take the initiative.
COACHING	Directs by asking practicum students to set their own goals, develop their own plan, and identify their own ways of solving problems. Monitors performance by observing and looking for evidence of the effectiveness of methods used. Sometimes makes helpful suggestions, other times asks practicum student to find solutions on their own. Tells practicum students that part of the task is to develop their skills and competence.

Most Effective When:

Goals are clear and professional development is the motivator for the practicum student's actions.

Least Effective When:

Practicum student is faced with a crisis situation, or when they seem unable to find their own solutions, requiring more direction and feedback.

SUPPORTING Meets with practicum student to discuss the lesson or project. Encourages a problem sharing and mutual problem solving approach to planning. Acts as facilitator of the meeting as well as a participant. Listens. Helps arrive at consensus. Helps clarify agreements and follow-up promises. Rarely gives negative feedback.

Most Effective When:

When the practicum student has substantial background experience and displays a high level of competence.

Least Effective When:

The practicum student is in a crisis situation. There is no time to meet. If practicum student lacks information or skills, and therefore needs specific directions and close monitoring.

DELEGATING Turns responsibilities over to competent, experienced and motivated practicum student. Allows practicum student to plan, organize, direct, and control the classroom. Is willing to act as a resource if needed. Practicum student initiates feedback and monitoring points.

Most Effective When:

Practicum student is competent and <u>confident</u> of that competence, experienced and highly motivated.

Least Effective When:

When practicum students are unsure of themselves, either in a single situation or in general. When they lack sufficient background experience, knowledge, or skills to carry out the task to their own satisfaction.

LEARNING CENTERED SUPERVISION

In addition to variations of style, there are numerous variations of clinical supervision, each of which has advantages and disadvantages. Glatthorn (1984) has developed a model which incorporates many of the strong points of other models and is particularly useful to the teacher who is supervising a practicum student. This model, "Learning-Centered Supervision," is a process which is concerned with helping practicum students learn about their own teaching and its effects, so that they can become active problem solvers in their own classrooms. It relies on clinical observations of the learning process in action. It also assists the cooperating teacher in reflecting on their own competence and confidence as a supervisor.

Goals

Thus the overall goals of this type of clinical supervision include:

- Providing practicum students with objective feedback on their instruction and professional relationships
- Diagnosing and solving instructional problems
- Helping practicum students develop skill in using a variety of sound instructional strategies
- Helping practicum students develop a positive attitude about continuous professional development
- Helping cooperating teachers develop greater expertise and proficiency in the supervisory process.

Components

There are seven major components of Learning Centered Clinical Supervision (Glatthorn, 1984)

1. Opening conference
2. Pre-observation conference
3. Unfocused observation
4. Focused observation
5. Observational data analysis
6. Feedback conference
7. Formative assessment conference

THE LEARNING CENTERED CLINICAL SUPERVISION CYCLE

Effective supervision of practicum students includes **one clinical supervision cycle per week**. Once the supervisory relationship has begun, the remaining six components comprise the cycle that is repeated weekly throughout the practicum.

I. Opening Conference

A. This initial conference is more than just a friendly "get-acquainted" session (Glatthorn, 1984). There are three important issues to address: identify any immediate concerns or known problems; share views about professional issues; develop a supervisory "contract."

B. The supervisory contract (although often not written) includes information about how often observations will be made, whether they will be announced or unannounced, whether a pre-observation conference will always be held, and the form that feedback will assume.

II. The Pre-observation Conference

A. The pre-observation conference is the first stage in the clinical supervision cycle. During the conference, the supervisor and practicum student either jointly plan a lesson or they jointly review the lesson plan that one or the other of them has written. They then set joint goals for the observation of the practicum student while teaching that lesson.

B. The goals should include those that the student sets for him/herself, as well as those that the supervising teacher knows to be of importance. It is generally more valuable to observe the lesson with a few pre-selected goals in mind, even for an unfocused observation.

C. It is important to guide the observation process by attending to the comfort level and concerns of the practicum student. By conducting frequent observations many new teaching skills can be developed or enhanced.

III. The Unfocused Observation

A. Unfocused observations may include personal style components such as vocal delivery, eye contact, gestures, and body movements, to lesson design, content of lesson, interactions with students, behavior management, organization of materials, and time use as well as the many other specific competencies listed in the university evaluation form.

B. Written data have proven the most useful to clinical supervisors. The greatest advantage of a written record is that teacher and supervisor can assimilate it most rapidly and most easily. The eye can incorporate, almost instantaneously, evidence that took a relatively long time to unfold in the lesson (Goldhammer, Anderson & Krajewski, 1980).

C. The unfocused observational data is best taken in chronological order, either by recording verbatim events of the classroom, or by scanning the room at designated periods and recording as many of

the circumstances as possible. Scripting and videorecording are two possible methods by which to collect unfocused data.

1. Scripting

In this technique the observer needs only a pad and a pencil and attempts to write down everything that is said in the classroom for a specified period of time. The technique breaks down because of the speed of verbal interactions and because it misses other kinds of interactions. Highly skilled observers find it useful, however, in that no verbal interactions are screened except when the recorder just can't keep up. The observer may develop shorthand techniques to increase the speed and amount of verbal interaction captured in the "script" of the lesson. This technique allows for a wide-lens approach of analyzing the lesson as well as the specific interactions the practicum student has with his/her students.

2. Video and Audio Recordings

Video and audio recordings are probably the most objective observation techniques. They allow teachers to see themselves as students see them. Another advantage of recordings is that they have a wide focus. They can pick up a great deal of what teachers and students are doing and saying. A good recording captures the "feel" of classroom interaction (Acheson & Gall). A significant caution in the use of this technique is that the equipment should not interfere with the lesson. The camera may have to be placed in the classroom well in advance of the time of taping so that students grow accustomed to its presence. A lesser problem is that inexperienced teachers, on first exposure to themselves on tape, tend to focus on the "cosmetics" of their performance. Continued exposure usually diminishes this as a problem. The primary value of recordings is that the supervisor and practicum student can jointly view or listen to it and focus in on one or two teacher behaviors, or examine student responses that went unnoticed during the actual lesson.

IV. The Focused Observation

A. In addition to the many unfocused observations that naturally occur in the course of a practicum, effective supervision calls for at least one planned, focused observation per week. Once the lesson has been planned and the type of data to be collected has been determined, the method of collecting that information must be selected.

B. In order to have persuasive data available for the practicum student to use in improving his/her skills level, the practicum student and cooperating teacher need to select from the range of techniques and recording devices available and then adapt it to the specific situation. The techniques and recording devices can be categorized into the following general types: (1) Selective verbatim recording, (2) Seating chart event recordings, (3) Checklists, and (4) Interaction analyses.

1. Selective Verbatim

Selective verbatim is another recording technique for capturing in writing a record of exactly what is said. In this technique, not all verbal events are recorded, however. The

support teacher and the practicum student select ahead of time which verbal events will be written down; in this sense the record is intended to be selective. An example might be to record all the questions asked by the teacher during a given lesson. It is important in this technique to capture word for word the exact question. The analysis of the written record could then consider the level of questioning, precise wording of the questions asked, and the frequency or amount of questioning used as a teaching technique. Other uses might focus on a particular student's interaction with the teacher, or on types of feedback the teacher gives students.

2. Seating Chart Based Recording Devices

Several techniques for observing practicum students are based on the seating pattern of the students in the class. There are several advantages to this set of techniques. One is that they are easy to interpret and readily available. The observer can condense a large amount of information about classroom behavior on a single sheet of paper. They can be created on the spot to accommodate a practicum student's needs. They can be used to collect information about many aspects of classroom behavior, such as student's level of attention to a task, how teachers distribute response opportunities, how they divide their time among students, movement patterns, and more.

Several examples from Acheson & Gall (1980) are included in Appendix B to demonstrate a variety of ways this technique can be used to record a variety of different student behaviors and teacher interactions. To use this technique the following seven general steps are helpful:

a. The observer stations himself in a section of the room where he is able to observe all the students.

b. Constructs a chart that resembles a seating pattern of the students in the room at the time.

c. Indicates on the chart the name, the gender or some other identifying characteristic of each student.

d. Creates a legend to represent the behavior (of either the practicum student or students in the class) being observed and each variation of that behavior. For instance, an example of a legend given by Acheson and Gall (1980) for observing on-task behavior is:

A: on task
B: stalling
C: other schoolwork than that requested by the teacher
D: out of seat
E: talking to neighbors

e. Systematically examines the behavior of each student for a few seconds in order to determine what the student is doing. A mark is then made on the observation sheet which corresponds to the observed behavior. For instance using the legend above a mark might be 1A, meaning that on the first observation the A: behavior was observed. This is repeated for each

student present or for certain previously targeted students.

f. Repeats step 5 at three or four minute intervals for the duration of the observation using the same legend to indicate observed behavior but changing the number to indicate the sequence of observation. For example, 3A in a box indicates that a student was on task during the supervisor's third observation.

g. Indicates times of each set of observations. This is marked somewhere on the chart.

3. Checklists

Another way to record information about the interactions of students and teachers in classrooms is the use of checklists. Checklists may be used to determine how many of a set of behaviors are employed by the practicum student, how many of a set of skills or behaviors students exhibit, the types of behaviors or skills manifested most frequently, etc. The evaluation checklist (see Appendix A) required of each practicum student is an example. This particular checklist may be used on numerous occasions in part or as a whole.

4. Interaction Analyses

a. From Where I Sit (French, 1988) is a device that can be used to record a few teacher-student interactions or up to 15 at once depending on the skill and practice of the observer. It is simple to use in that only a tally mark in a column is necessary at the time of the observation. In the analysis of the data, inferences may be drawn as to the meaning of the pattern of tally marks. This device is designed to tally every interaction of the specified individuals during a lesson. The instrument and the definitions are included in Appendix B.

b. Another type of interaction analysis uses data collected at specified time intervals. This type of analysis has two main features. The first is the list of categories or behaviors which are attended to, and the second is a blank timeline on which the observer checks or codes behaviors. A specific example is the Flanders Interaction Analysis. Flanders coding system pertains to the proportion of teacher talk, student talk, and silence during a lesson. Flanders categories and a sample timeline chart are included in Appendix B.

V. Observational Data Analysis

A. Once the observation has taken place, analysis of the data sets the stage for a feedback conference. The cooperating teacher examines the data to determine the objectives for the conference. This should be done as soon as possible because one tends to forget what the notes mean fairly rapidly.

B. Observations often yield more data that can be dealt with in a single conference. In that circumstance, the supervising teacher must pre-determine what part of the data offers the richest information for discussion.

C. Analysis of focused data is relatively simple. The data are reviewed noting the significant information worth discussing in the feedback conference. Unfocused data present a greater problem. Sometimes there are numerous issues or concerns which need to be corrected. When this situation occurs, the supervisor may choose a few of the most important topics to discuss and temporarily set the others aside. Those topics may come up again at another time. Then the unused portion of the data can be retrieved as an additional example of the circumstance.

VI. The Feedback Conference

A. The feedback conference is best conducted when no other distractions are present, even if that means that it has to be on a subsequent day. The best conferences are, of course, held fairly soon after the observation.

B. During the conference, the support teacher provides objective observational data, jointly analyzes the data and reaches agreement with the practicum student on what actually happened. Only then do the two people begin to interpret the data. The cooperating teacher elicits the student's reactions to the data (inferences, opinions, feelings) and considers possible causes and consequences. Together they reach decisions about future actions.

C. A sample agenda for a feedback conference follows:

1. The observer displays the data recorded during the observation.
2. The student analyzes what was happening during the lesson as evidenced by the data.
3. The practicum student, with the help of the supervising teacher, interprets the behaviors as represented by the observational data.
4. The student, with assistance and guidance from the support teacher, decides on alternative approaches for the future to attend to dissatisfactions with the observed teaching or to emphasize those aspects that were satisfying.
5. The support teacher reinforces the practicum student's announced intentions for change when the supervisor agrees with them or helps the student modify the intentions if there is some disagreement.

D. Acheson and Gall (1980) conclude the section of their book on feedback conferences with the following statement:

> Supervisors are often surprised at how easily these steps can be accomplished. When supplied with adequate information and allowed to act on it, most teachers can analyze, interpret, and decide in a self-directed and constructive manner. When things do not go well in a feedback conference, the difficulties can usually be traced to failure on the part of the supervisor to use an effective clinical supervision technique.

E. By the time the practicum is completed, the cooperating teacher should have had an opportunity to work with the practicum student on many different teaching behaviors. The final practicum evaluation checklist should reflect numerous observations, each coded through the use of different colored ink. The final narrative evaluation of the practicum student should consider all the observations and sum up the growth or progress from the cooperating teacher's perspective.

COMMUNICATION WITH THE PRACTICUM STUDENT

Acheson and Gall (1980) list several communication techniques that they recommend. They say, "Whether a supervisor's essential style is direct or indirect, these techniques can be used to improve the quality of interaction between the conferees." Interpretations of those techniques which apply to the practicum situation are as follows:

1. Listen More, Talk Less -

Supervising teachers sometimes dominate the conversation. The practicum student has little chance to identify goals and objectives, analyze and interpret information, or reach decisions about future actions. It is more important to attend to a practicum student's concerns in a conference and to encourage his/her plans for improvement, than it is to give advice.

2. Acknowledge, Paraphrase and use What the Student is Saying -

Acknowledgement shows active listening. An effective paraphrase is a genuine effort to communicate that one understands what the other person is trying to communicate. Using the student's idea shows the supervising teacher heard, understood and is pursuing the thought.

3. Ask Clarifying Questions -

The student's statements may need to be probed to clarify the intent of the statement and to get the student to think carefully about inferences and decisions. The answer to a clarifying question may become an assertion by the student that describes the new intended behavior.

4. Give Specific Praise for Teacher Performance and Growth -

It is especially important to note positive instances where the student has shown growth toward an avowed goal, and to assist the student teacher by offering specific reasons why it worked, what the research on that topic has shown, or even providing the technical language used by professionals to discuss the topic.

5. Avoid Giving Direct Advice -

Allow the student to analyze and interpret the data and reach decisions For most people, having their ideas for change reinforced by someone they respect is more likely to produce results than having to carry out someone else's idea. At some point, however, it may be necessary for the support teacher to give direct advice. The caution here is to wait awhile and refrain from offering too much, too soon.

6. Provide Verbal Support -

Allow the student to talk about factors which may hinder classroom performance openly. Provide the support that is needed for the student to identify possible solutions and courses of action.

7. Acknowledge and Use What the Student is Feeling -

When the goal is to change behavior, affective aspects can't be ignored. Support teachers and university supervisors should not ignore the significant emotional content of what the student is saying any more than they would ignore important cognitive statements.

Clearly, the communication skills necessary for a support teacher to conduct an effective cycle of supervision are much the same as those used in counseling and those used in the supervisory interview so common in business settings. Many of the same strategies are useful. Good communication skills make any interaction between two people more effective. This is particularly true when the relationship of the two people is that of supervising teacher and practicum student.

GUIDELINES FOR WRITING LETTERS OF REFERENCE AND NARRATIVE EVALUATIONS

At the close of a practicum student's experience you will need to write a narrative evaluation of the practicum student's competencies from your perspective. You may also be asked to write a letter of reference for the individual to use in future applications.

This responsibility can pose numerous interesting questions: "How do I convince employers or the university faculty that this person is an outstanding teaching prospect?" or "How do I communicate a substandard performance without setting myself up for a law suit?" or "How do I communicate that this person has a couple of areas where growth is necessary without destroying his/her chances of getting a job?" etc.

Here are some basic suggestions which you may use to assist in this process.

1. Start your letter or narrative by stating your relationship to the candidate.

   "John was a practicum student under my supervision during the fall semester, 1990."

2. Address the person's teaching situation. What classes did he/she teach, what types of students did he/she work with, what type of program (e.g. self-contained, resource, consultation with regular educators) and what size was the school? Describe the instructional duties as well as any extra-curricular activities in which he/she participated.

3. Cover several major areas of teaching, including classroom management, rapport with students, creative use of a variety of instructional strategies, professional characteristics, and knowledge of curriculum.

4. Be as specific as possible and provide some examples. Don't merely say that the candidate has good classroom control, be more specific by saying,

   "John uses a variety of management strategies, such as positive reinforcement, establishing limits, proximity control and antiseptic bouncing with excellent results."

5. Describe any special skills and competencies that the practicum student has demonstrated. These may relate to planning, incorporating a variety of learning styles into lessons, constructing interesting learning centers, or developing creative teaching strategies.

   "John developed many creative teaching strategies which created a climate for optimal student learning. For example, last week he worked with his Basic Skills Class to plan a thematic unit about the Middle East. Students decided to role play the parts of various international leaders. Students developed ownership and keen interest in this project as they researched world leaders and their position with respect to Iraq's invasion of Kuwait."

6. Include comments on interpersonal skills, using words or phrases such as:

... personable,
... congenial,
... genuine,
... enthusiastic,
... fosters the development of positive self-esteem in students, or
... easily establishes rapport with students/faculty.

Be sure to follow up such subjective comments with the specific behavior which you observed.

> "John worked very well with colleagues and staff and he developed almost instant rapport with his students. This may have occurred, in part, because he learned their names quickly and acknowledged both students and other faculty by name. He also laughs often and easily with students and colleagues alike."

7. Deal with factors that an administrator would deem important in a beginning teacher, using words/phrases like:

... reflective,
... responsible,
... energetic,
... self starter,
... student oriented,
... shows initiative,
... demonstrates flexibility,
... has exceptional subject matter knowledge, or
... enjoys working with students in extra-curricular activities.

Once again, the more specific examples you give which substantiate your statements, the better.

8. Provide an overall assessment of the candidate's potential for teaching. Use modifiers which are as accurate and descriptive as possible:

A. For a Strong Candidate:

> "John shows the greatest potential of any of the practicum students with whom I have worked."
>
> "John is in the top 5% of the students wiht whom I have worked."
>
> "John is one of the most outstanding practicum students with whom I have worked."

B. For an Average Performance:

> "John will make a solid contribution to the teaching profession."
>
> "John did a good job in his special education practicum."
>
> "John will make a good special education teacher."

C. For a Weak or Below Average Performance:

In this case it is very important that you have a file of evaluations and documentation of classroom incidents which support your statements. While you must be able to substantiate each of your statements, do not be afraid to give an accurate assessment of the person. You can describe a sub-par performance without being cruel. And as a professional, you must.

Point out areas of strength but do not omit areas needing growth:

> "John often gives excellent lectures, lapses in thorough preparation occasionally interfere with his management of the entire lesson."
>
> "With assistance from a mentor teacher or the principal, John has the potential to develop into a good teacher."
>
> "If John can learn to deal with classroom management problems, he has the potential to contribute p[ositively to the teahcing profession."
>
> "I would recommend John for a position in which he could work primarily with small groups of students."
>
> "I would recommend John for a position in which he could work under the supervision of a master teacher."

One other suggestion is that you ask the practicum student to provide you with a list of his/her accomplishments, strengths, and weaknesses before you write out your narrative. In this way you might use the person's own words:

> "John describes himself as needing further work in classroom management, particularly when students are entering and leaving the room."

Sometimes an informal phrase at the end of a formal letter can make a strong impression. "John is one in a million - a great asset to any special education program!"

ADMINISTRATIVE DETAILS

Practicum students have numerous forms they are required to submit to their university supervisor. Please use the Cooperating Teacher Checklist (Appendix A) to keep track of all the forms and tasks which require your attention.

Although it is primarily the responsibility of the practicum student to get the necessary signatures and submit the forms in a timely manner, it is very helpful to have the cooperating teacher monitor the documentation and work with the practicum student to get everything submitted in an orderly manner.

Please give all items to the university supervisor or send them to:

Special Education Program
Division of Educational Psychology and Special Education
CU-Denver, Campus Box 106
P.O. Box 173364
Denver, CO 80217-3364

REFERENCES

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Blumberg, A. (1974). Supervisors and Teachers: A Private Cold War. Berkeley, CA: McCutchan.

Cogan, M. (1973). Clinical Supervision. Boston: Houghton-Mifflin.

French, N.K. (1988). From Where I Sit. Unpublished.

Glatthorn, A. (1984). Differentiated Supervision. Alexandria, VA: Association for Supervision and Curriculum Development.

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APPENDIX A

COOPERATING TEACHER CHECKLIST

*Cooperating teacher name:*_____

*Practicum student name:*_____

School building and district: _____

*Dates of practicum:*_____

INSTRUCTIONS:

CHECK OFF AND DATE THESE ACTIVITIES AS THEY ARE COMPLETED DURING THE COURSE OF THE PRACTICUM EXPERIENCE, SECURE SIGNATURES, ATTACH ALL FORMS AND DOCUMENTATION, THEN PLEASE SIGN AND USE THIS AS THE COVER SHEET.

Formal Observations of Instruction and Feedback Conferences (at least 1 per week) Please attach copies of data collected.

DATES OF OBSERVATIONS			*DATES OF FEEDBACK CONFERENCES*		

_____ *Video tape of one supervisory conference regarding a taped teaching episode (Student is then responsible for turning in tape to university supervisor)*

_____ *One interaction analysis of a teaching episode (may or may not be one of the taped episodes)*

_____ *Develop a written narrative evaluation of the practicum student's performance which attends to his/her strengths and weaknesses*

_____ *Provide a recommended grade here:* _____ *or privately to the university supervisor, as you prefer*

_____ *Invoice and Certification of Services Provided form*

_____ *Certification/Endorsement Recommendation Form (also needs the principal's signature)*

_____ *Student's Checklist of Required Activities*

_____ *Cooperating Teacher's Evaluation of Practicum form*

_____ *Practicum Evaluation Checklist - Use multiple colors to indicate various dates of observation*

_____ *Log of Student Hours form to verify number of hours clocked by the student.*

_____

COOPERATING TEACHER *DATE*

CERTIFICATION/ENDORSEMENT RECOMMENDATION FORM
SPECIAL EDUCATION PROGRAM
UNIVERSITY OF COLORADO AT DENVER

NAME_____

SOCIAL SECURITY NUMBER_____

ADDRESS_____

_____

_____

This student demonstrates the ability to perform all required practicum competencies in an acceptable manner. I recommend that this person be awarded the following special education certification or endorsements_____.

Date_____ Principal_____

School_____

City_____

Cooperating Teacher

Date_____ _____

Date_____ UCD Professor

_____

UNIVERSITY OF COLORADO AT DENVER

INVOICE AND CERTIFICATION OF SERVICES PROVIDED

_____, 19____

Bill To .

Accounts Payable
University of Colorado at Denver
1100 Fourteenth Street
Denver, CO 80202

CONTRACTOR

NAME:_____

Mailing Address_____
(Street)

City_____ State_____ Zip_____

Social Security Number:_____-_____-_____

Department: School of Education

Account Number: 3_____ - 585

NATURE OF INSTRUCTION, LECTURE, OR SERVICE

REMUNERATION: AMOUNT DUE: $_____

Class:

I certify that the above services were provided and that I am not otherwise employed by the University of Colorado or any other agency of the State of Colorado.

Signature_____

UNIVERSITY OF COLORADO AT DENVER

PLEASE TYPE OR PRINT CLEARLY

Date _____

EXPENSE VOUCHER

Do Not Complete Shaded Areas

VOUCHER NUMBER

Invoice Number 27912

Payee Name _____ (40) For Individuals LAST/FIRST

Address _____ (40)

_____ (40)

City _____ (20) ST _____ (2) Zip _____ (10)

Country _____ (20)

SSN _____ (11) Student ID No. _____ (11)

Vendor ID

Remit Address

Detailed Description of Charges — Attach invoice showing services performed or goods acquired. Do not use this form for payment to University employees for personal services.

Dollars	Cents
Total	

Account No.	Amount	Description
	$	
	$	
	$	
	$	
	$	
	$	
	$	
	$	
	$	

Special Hd

Due Date

Warrant #

PO #

BRS

Telephone

IF THIS PAYMENT IS FOR PERSONAL SERVICES, PAYEE MUST READ AND SIGN.
I certify that I was not an employee of the University of Colorado at the time of service, that the above described work was performed satisfactorily, and that I have not previously received payment for this service.

CONTRACTOR'S SIGNATURE: _____ DATE: _____

Prepared By _____ Phone # _____

Department Name _____ Campus Box # _____

Department Approval _____ Date _____

Payee Signature _____ Date _____

Other Approval _____ Date _____

Financial Services Approval _____ Date _____

INSTRUCTIONS FOR COMPLETING EXPENSE VOUCHER

Use this form to pay for subscriptions, prepaid tapes, diskettes, book orders, postage, registration fees, and membership dues. Also use this form for consulting services (within the dollar limits allowed by in CU-Denver contracting policies), refunds and reimbursements for incidental business related expenses. *NOTE: Do not use this form for supplies, equipment, software, text books, and employee services.* Attach all supporting documents and original receipts to completed voucher and submit to Financial Services.

Complete the following data fields. The size of each field is indicated by the number in parenthesis below the field. All characters in excess of this number will be omitted during entry.

1. DATE: Enter the date the form is prepared.
2. PAYEE NAME: Enter the name of the payee. Enter the LAST name first for individuals and the formal business name for companies. Use the first line of the address if additional space is needed for payee.
3. ADDRESS: Enter the payee's mailing address (this is the address you want the check to be sent to). Campus mail enter "Department Name and Campus Box XXX".
4. CITY/STATE/ZIP CODE: Zip Code format XXXXX-XXXX
   a. US mail — enter the city, state, and zip code.
   b. Campus mail — enter the city, state, and campus zip code numbers.
   c. Foreign mail — enter the city, enter "99" in the ST field. Leave the zip code blank.
5. COUNTRY: Leave blank for all US and Campus mail. Enter the name of the country for all foreign mail.
6. SOCIAL SECURITY NUMBER: Enter the payee's social security number for all contractual and consulting payments. *NOTE: Pre-approved contracts must be submitted with voucher or be on file in Financial Services before processing can be completed.*
7. STUDENT ID NUMBER: Enter the student ID number for all payments to students.
8. DETAILED DESCRIPTION: Provide a detailed description of the charge(s). Attach, in duplicate, any applicable order forms or vendor invoice or notices. Attach all supporting documents and original receipts.
9. TOTAL AMOUNT: List the original dollar and cents amount of the charge.
10. ACCOUNT NUMBER: Enter the seven digit account number and three digit object code to be charged.
11. AMOUNT: Enter the dollar and cents amount to be charged to the appropriate account number.
12. DESCRIPTION: Enter a brief description of the charges. *NOTE: This description will print on monthly statements of account.*
13. CONTRACTOR'S SIGNATURE: Have the contractor read the certification statement and sign.
14. TELEPHONE: Enter the phone number to call if there are questions about the voucher.
15. DEPARTMENT NAME & CAMPUS BOX NUMBER: Enter the department name and campus box number.
16. PREPARED BY & PHONE NUMBER: Enter the name and phone number of the person preparing the voucher.
17. DEPARTMENT APPROVAL: Obtain the needed authorized signatures before forwarding to Financial Services.
18. PAYEE SIGNATURE: Have payee sign for reimbursement of incidental business related expenses.
19. OTHER APPROVAL: Obtain approvals as necessary.

UNIVERSITY OF COLORADO AT DENVER

SCHOOL OF EDUCATION
SPECIAL EDUCATION PROGRAM

COOPERATING TEACHER EVALUATION OF PRACTICUM

SECTION I: QUALITY AND USE OF SUPPORT INFORMATION PROVIDED

1. Did you receive an invitation to attend an orientation seminar from the student you supervised? Yes ____ No ___

2. Did you attend the orientation seminar ? Yes ___ No ___

3. Did you receive a copy of the cooperating teacher handbook? Yes ____ No ____

4. Did the handbook clarify your roles and responsibilities as a cooperating teacher? Yes ____ No ____

5. Please rate the document itself:

	Not very good				Very Good
Readability	1 ...	2 ...	3 ...	4 ...	5
Format	1 ...	2 ...	3 ...	4 ...	5
Content	1 ...	2 ...	3 ...	4 ...	5

6. To what extent did you use the information contained in the section of the Cooperating Teacher Handbook called "Learning Centered Supervision Cycle" (p.10 - 14) with your practicum student?

____ To a Great Extent
____ Used a Few Ideas
____ Not Much Use

7. Regardless of the **amount** of use you experienced, would you say that it might be of greater use to you with future practicum students? Yes _____ No _____

8. Regardless of the amount of use you experienced, would you recommend that we continue to provide this information to other support teachers in the future? Yes _____ No _____

Please continue Section II on the next page.

SECTION II: NATURE OR QUALITY OF UNIVERSITY SUPPORT

Please rate each of the following aspects of the university's role in the practicum.

9. Overall organization of the practicum:

Not very good				Very Good
1 ...	2 ...	3 ...	4 ...	5
1 ...	2 ...	3 ...	4 ...	5
1 ...	2 ...	3 ...	4 ...	5

10. Clarity of the expectations and requirements for you as the cooperating teacher:

Not very good				Very Good
1 ...	2 ...	3 ...	4 ...	5
1 ...	2 ...	3 ...	4 ...	5
1 ...	2 ...	3 ...	4 ...	5

11. Clarity of the delineation of the various roles and responsibilities:

Not very good				Very Good
1 ...	2 ...	3 ...	4 ...	5
1 ...	2 ...	3 ...	4 ...	5
1 ...	2 ...	3 ...	4 ...	5

12. Appropriateness of the communications with the university supervisor:

Not very good				Very Good
1 ...	2 ...	3 ...	4 ...	5
1 ...	2 ...	3 ...	4 ...	5
1 ...	2 ...	3 ...	4 ...	5

13. The quality of the support you received when you made specific requests for input or assistance ?

Not very good				Very Good
1 ...	2 ...	3 ...	4 ...	5
1 ...	2 ...	3 ...	4 ...	5
1 ...	2 ...	3 ...	4 ...	5

___ Never made any such requests

14. If you serve as a cooperating teacher again what additional information or support would you like regarding how to supervise a practicum student?

____ more ideas / strategies for observation
____ ideas on how to get the practicum student oriented to the school, the standards, rules and procedures, etc.
____ ideas on how to give feedback to the student
____ other (specify) _____

Please continue with Section III on the next page.

SECTION III: IMPACT OF THE PRACTICUM STUDENT ON THE SPECIAL EDUCATION PROGRAM IN THE SCHOOL

15. Please use the following rating scale to describe the extent to which the experience of supervising a practicum student impacted you and your own professional status:

1 .....2.....3.....4.....5....

Little Impact	Some Impact	Moderate Impact	Much Impact	Tremendous Impact

___ Your own teaching

___ Your own professional knowledge of instructional strategies

___ Your own professional knowledge of current trends and issues in Special Education

___ Your values or philosophies of special education

___ Your own knowledge of the nature of integrated curriculum for students with special needs

___ Your own knowledge of the nature of school consultation and collaboration

16. Please use the same rating scale to rate the impact that the presence of a practicum student had on the following:

1 .....2.....3.....4.....5....

Little Impact	Some Impact	Moderate Impact	Much Impact	Tremendous Impact

___ The overall direction of your school's Special Education program

___ The students

___ The families of students

___ Other teachers in the building

___ Any other aspects of your particular situation (Please specify what the situation is): _____

_____

_____

_____

17. Overall, was the experience of supervising a practicum student beneficial to you? ____ Yes ____ No

18. If you would like to serve as a cooperating teacher again in the future, please sign your name below.

_____

Thank You.

CHECKLIST OF REQUIRED PRACTICUM ACTIVITIES

STUDENT NAME:_____

STUDENT ID:_____TYPE OF PRACTICUM:_____

DATES OF PRACTICUM:_____

CHECK OFF AND DATE THESE ACTIVITIES AS THEY ARE COMPLETED DURING THE PRACTICUM EXPERIENCE:

(Note: Activities marked with an * should be documented with support materials, and submitted to the university supervisor before the final grade can be assigned.)

_____ Complete a formal and an informal assessment

_____ Participation in team assessment and development of IEP

_____ Participation in at least 1 staffing

_____ Participation in at least 2 building level staff meetings

_____ Participation in at least 1 collaborative or consultative conference

_____ * Completion of an instructional task analysis

_____ * Completion of at least 1 diagnostic/clinical teaching cycle

_____ * Completion of at least 1 thematic group unit with individualized adaptation/modifications as necessary

_____ * Completion of at least 1 teacher/student interaction analysis on the practicum student

_____ * Completion of at least 1 behavioral observation that includes analysis of the function of student's maladaptive or atypical behavior.

_____ Develop and implement at least 1 lesson on affective skills.

_____ Develop and implement at least 1 lesson on career education which may include community access skills and independent living skills

_____ Complete at least 1 conference with parents, family members or guardians.

_____ * Complete a written evaluation of the program in which you completed your practicum.

_____ * Completion of a journal which describes activities and personal observations experienced during the practicum. This journal will be shared with your university supervisor on an ongoing basis throughout the practicum assignment.

_____ * Videotape three teaching episodes, one from the first week of practicum, one from a middle point of the experience, and the final one near the end of the practicum period.

_____ * Completion of a "Student Evaluation of Practicum" form

_____ * Obtains necessary signatures on "Certification/Endorsement Recommendation Form"

_____ * Maintain the Log of Student Hours form, obtain verifying signature from cooperating teacher.

_____ * Use this completed checklist of practicum activities form as the cover sheet for all support materials and documentation.

Signatures on the back of this form certify completion of all practicum activities:

_____

PRACTICUM STUDENT DATE

_____

COOPERATING TEACHER DATE

LOG OF STUDENT HOURS

This log must be turned in at the end of your practicum to document the number of hours spent on practicum activities. Your cooperating teacher must initial the hours logged before this log can become part of your official file.

Student Name_____ **Semester**_____

Cooperating Teacher/s_____

DATE	HOURS WORKED	COOPERATING TEACHER INITIALS

UNIVERSITY OF COLORADO AT DENVER

SPECIAL EDUCATION

PRACTICUM EVALUATION CHECKLIST

STUDENT_____ ASSIGNMENT_____

COMPLETED BY _____ DATE_____

OBSERVER'S POSITION_____

****

Rate student performance according to the following scale:

1 Outstanding
2 Strength
3 Satisfactory
4 Weakness
5 Unacceptable

	HIGH				LOW
	1	2	3	4	5

Please use this checklist many times during the course of the practicum. Use different colored ink to represent the different observations. Use the date line above to indicate the dates upon which you observed. Each observation may focus on a particular area such as assessment or classroom management. There is little learning that occurs if this checklist is used only at the end of the practicum experience.

During week one of the practicum, the supervising teacher may use this checklist as an assessment tool to help the practicum student define goals and outcomes for the practicum experience.

In any practicum experience, this checklist serves as the guide. Refer to it often.

INDIVIDUALIZED PROGRAM PLANNING		HIGH				LOW
1.	Develops written instructional objectives based on IEP	1	2	3	4	5
2.	Objectives include prompts, materials, measurable response and criteria	1	2	3	4	5
3.	Materials selected are chronologically age-appropriate	1	2	3	4	5
4.	Handicapping condition is addressed in program planning	1	2	3	4	5
5.	Plans include transferences and generalization activities	1	2	3	4	5
6.	Has system in place to measure student progress	1	2	3	4	5
7.	Uses information from family members to develop IEP	1	2	3	4	5

CLASSROOM MANAGEMENT		HIGH				LOW
	Has system for					
1.	Managing paperwork	1	2	3	4	5
2.	Materials distribution	1	2	3	4	5
3.	Transitions with in the class	1	2	3	4	5
4.	From class to class	1	2	3	4	5
5.	Lunchroom	1	2	3	4	5
6.	Recess	1	2	3	4	5
7.	Managing Paraprofessional	1	2	3	4	5
8.	Establishing rules	1	2	3	4	5
9.	Teaching Rules	1	2	3	4	5
10.	Collecting data	1	2	3	4	5
11.	Evaluating data	1	2	3	4	5
12.	Being ready prior to beginning lesson	1	2	3	4	5

BEHAVIORAL MANAGEMENT			HIGH				LOW
1.	Uses Preventative Techniques						
	a.	Creates Reinforcing environment	1	2	3	4	5
	b.	Uses physical space to encourage a variety of activities	1	2	3	4	5
	c.	Provides accessibility to materials & teacher	1	2	3	4	5
	d.	Has process in place for students to request help	1	2	3	4	5
	e.	Has procedures for what to do if (i.e. a pencil breaks)	1	2	3	4	5
	f.	Effectively uses feedback to shape students' learning and social behavior	1	2	3	4	5
	g.	Is courteous to students	1	2	3	4	5
2.	Uses Surface Management Techniques						
	a.	Eye contact	1	2	3	4	5
	b.	Proximity Control	1	2	3	4	5
	c.	Humor	1	2	3	4	5
	d.	Antiseptic Bouncing	1	2	3	4	5
	e.	Conflict Resolution	1	2	3	4	5
	f.	Touching	1	2	3	4	5
	g.	Removing Seductive objects	1	2	3	4	5
	h.	Seat assignments	1	2	3	4	5
	i.	Support from routine	1	2	3	4	5
	j.	Surprise	1	2	3	4	5
	k.	Redirection	1	2	3	4	5
	l.	Reward	1	2	3	4	5
3.	Develops Rapport with Students						
	a.	Raises and lowers standards for student performance in response to student need	1	2	3	4	5
	b.	Gives students individual assistance and attention	1	2	3	4	5
	c.	Is an effective listener	1	2	3	4	5
	d.	Accepts students' feelings	1	2	3	4	5
	e.	Takes an interest in student personal interests	1	2	3	4	5
	f.	Demonstrates through teacher reactions an understanding that students' behaviors are their best available responses given the context of the interaction	1	2	3	4	5

	BEHAVIORAL MANAGEMENT	HIGH				LOW
g.	Delivers praise effectively	1	2	3	4	5
h.	Demonstrates awareness of student's individual, emotional and social needs	1	2	3	4	5
4.	Uses Individualized Behavior management strategies where necessary:					
a.	Contracting	1	2	3	4	5
b.	Differential Reinforcement strategies	1	2	3	4	5
c.	Psychoeducational techniques	1	2	3	4	5
d.	Developmental Therapies	1	2	3	4	5
e.	Ecological Interventions	1	2	3	4	5
f.	Involves team in decision	1	2	3	4	5
g.	Collects baseline information	1	2	3	4	5
h.	Measures treatment effects	1	2	3	4	5
i.	Develops plan for fading	1	2	3	4	5
j.	Has plan for emergencies	1	2	3	4	5
k.	Remains calm when confronted with crisis	1	2	3	4	5

	ASSESSMENT	HIGH				LOW
1.	Demonstrates knowledge of the referral process	1	2	3	4	5
2.	Participates in Screening of students	1	2	3	4	5
3.	Attends building level child study meetings as needed	1	2	3	4	5
4.	Assembles a testing battery that adequately addresses whole child	1	2	3	4	5
5.	Uses informal assessment procedures	1	2	3	4	5
6.	Uses ecological inventories	1	2	3	4	5
7.	Uses appropriate behavioral observation procedures	1	2	3	4	5
8.	Demonstrates ability to use an assess/teach/evaluate/ refine teaching model	1	2	3	4	5

INSTRUCTIONAL MANAGEMENT		HIGH				LOW
1.	Uses an anticipatory set	1	2	3	4	5
2.	States Objective	1	2	3	4	5
3.	Sequences Input understandably	1	2	3	4	5
4.	Differentiates between acquisition, fluency and mastery lessons	1	2	3	4	5
5.	Teaches learning strategies	1	2	3	4	5
6.	Checks for Understanding	1	2	3	4	5
7.	Provides equitable distribution of response opportunities	1	2	3	4	5
8.	Questions at the					
	Knowledge level	1	2	3	4	5
	Comprehension level	1	2	3	4	5
	Application level	1	2	3	4	5
	Synthesis level	1	2	3	4	5
	Evaluation level	1	2	3	4	5
9.	Dignifies student responses	1	2	3	4	5
10.	Varies presentation techniques	1	2	3	4	5
11.	Gives clear directions	1	2	3	4	5
12.	Summarizes/clarifies concepts	1	2	3	4	5
13.	Provides guided practice	1	2	3	4	5
14.	Provides independent practice	1	2	3	4	5
15.	Provides opportunities to work cooperative	1	2	3	4	5
16.	Maximizes time on task	1	2	3	4	5
17.	Effective Use of Wait Time	1	2	3	4	5
18.	Delves for more complete or higher level responses	1	2	3	4	5
		1	2	3	4	5
19.	Uses sponge activities meaningfully	1	2	3	4	
20.	Monitors student progress	1	2	3	4	5
21.	Readjusts lesson to meet student need	1	2	3	4	5
22.	Uses task analysis to plan	1	2	3	4	5
23.	Uses natural events to teach specific content	1	2	3	4	5
24.	Plans for generalization and transference of skills across settings, cues & people	1	2	3	4	5
25.	Uses meaningful reinforcement/ feedback	1	2	3	4	5
26.	Lesson format accommodates student language abilities	1	2	3	4	5

INTEGRATION		HIGH				LOW
1.	Works to ensure that students are integrated into regular education classroom	1	2	3	4	5
2.	Student schedules are developed to ensure informal interaction with nonhandicapped peers	1	2	3	4	5
3.	Students have planned opportunities to interact with typical peers	1	2	3	4	5
4.	Provides typical peers with opportunities to interact with handicapped peers	1	2	3	4	5
5.	Includes regular education faculty in ongoing plans to create more opportunities for integration	1	2	3	4	5

CONSULTATION/COLLABORATION SKI .LS		HIGH				LOW
1.	Shows respect for the consultee	1	2	3	4	5
2.	Sets a comfortable climate	1	2	3	4	5
3.	Uses appropriate language and terms	1	2	3	4	5
4.	Acts in a nonjudgmental & non-evaluative way	1	2	3	4	5
5.	Keeps information confidential	1	2	3	4	5
6.	Is flexible	1	2	3	4	5
7.	Identifies problem	1	2	3	4	5
8.	Generates alternative solutions	1	2	3	4	5
9.	Evaluates potential solutions	1	2	3	4	5
10.	Plan the intervention	1	2	3	4	5
11.	Evaluate outcomes	1	2	3	4	5
12.	Coteaches with reg.ed	1	2	3	4	5
13.	Serves as peer coach	1	2	3	4	5
14.	Is able to accept criticism	1	2	3	4	5
15.	Is an effective listener	1	2	3	4	5
16.	Works in collaboration with parents	1	2	3	4	5

PERSONAL PRESENTATION		HIGH				LOW
1.	Maintains an appropriate appearance within the context of the practicum setting	1	2	3	4	5
2.	Uses grammatically correct and easily understood language	1	2	3	4	5
3.	Is punctual	1	2	3	4	5
4.	Attends regularly	1	2	3	4	5
5.	Has acceptable hygiene	1	2	3	4	5

COMMENTS:

I have discussed the information in this practicum checklist with the observer. My signature indicates only that this information has been discussed *not* that I necessarily agree with the observer.

_____ _____

Practicum Student Signature Date

SAVED:PRACHECK

APPENDIX B

What follows are two selective verbatims based on observation of two fifth-grade teachers. The teachers assigned students to read the same brief handout on the behavior patterns and environment of the wolf, followed by a question-and-answer session to help the students review and think about what they had just read.

Teacher 1

1. Now, what do we know about this animal? What do you know about the wolf? You can refer back to this little ditto, if you'd like. Jeff?
2. Next?
3. Mike?
4. Heather?
5. Now Jeff just said that sometimes livestock . . . people or farmers hate them because they kill their livestock. Would livestock be small animals? What do you think?
6. Terry?
7. John?
8. Mike?
9. Terry, again?
10. Jeff?
11. Jerry?
12. Who said that, Jerry? Was there a quote or something in that article?
13. Do you remember the man's name?
14. Do you know something? Last night, after we read this article, after school, Jeff said, "Gee Mr. Edwards, I think I've seen that name, or something." He went right down to the library and brought back this book, and it's by the same man. Jeff, did you have a chance to look at that last night?
15. Jeff, does it just concern itself with the wolf?
16. Does anyone have anything else to say about what we already know?

Teacher 2

1. What do you know about the Arctic and that kind of area that would lead you to believe that a dog would have to be more strong there than he would have to be, say, here? Dana?
2. Pam?

3. What kind of work does he have to do?
4. Terry?
5. Karen?
6. Why do the dogs work harder in the north than they work here? John?
7. Why don't our dogs have to work?
8. What don't we need done here?
9. Allen?
10. Doug?
11. Why do you suppose the Eskimos don't have machines? Joey?
12. Do you think so? Does anyone have another idea about why they don't, 'cause there's probably more than one idea?
13. Why would they be primitive? Pam?
14. Wanda?
15. It mentioned in the stories that wolves traveled in packs, in groups. Why do you suppose they do? What do you suppose is their reason for doing this? Joe?

Exhibit 6.1. Selective verbatims of fifth-grade teachers' questions

Acheson, K.A. & Gall, M.D. (1980). Techniques in the clinical supervision of teachers. New York: Longman.

Exhibit 6.2 presents a selective verbatim of a junior high school teacher's feedback statements. The lesson was organized around an article about population explosion that the students had been asked to read.

T: All right. Could someone tell me what the report was about? Ann?

S: Well, it was about birth control.

T: Birth control?

S: Uh, population explosion.

. . .

S: It was about the population explosion, but it was also about limits. It made a lot of predictions, like we won't have room to get around, and there's not going to be any room to plant crops.

T: I'm glad you remembered that the author said that these were "predictions." Why do you think I'm glad you remembered that the author used the word "predictions?"

. . .

S: I also heard that they're going to have a farm under the sea, for sea-farming.

T: Who's "they"?

S: Well . . . the scientists.

. . .

S: And as the years go by, cars will get better and better.

T: Are you sure?

S: Well, I'm not certain, but pretty sure.

T: Pretty sure. This is kind of what I wanted you to get out of this article. These are your opinions, your predictions of what might happen. And they sound pretty good to me, and I'll bank on them to a certain extent, but something might happen to the automobile industry so that your predictions wouldn't come true.

. . .

T: Who made that statement that was quoted in the article?

S: Professor Kenneth E. F. Watt.

T: Professor Kenneth E. F. Watt is saying it. Do we know that what he's saying is worthwhile?

S: Well, Professor Kenneth E. F. Watt isn't the only one that is making these predictions. There's probably thousands of people making these predictions.

T: Yes, that's a good point, Rodney. We can have some faith in what he's predicting because others are making similar predictions.

. . .

T: Why, throughout the whole world, are there so many people having so many children? Did you ever stop to think about it? Steve?

S: When the children grow up, they want children. Then when those children grow up, then they get more children, and that goes on and on.

T: Steve, I'm not sure I'm following you. Could you clarify your idea a bit? Why do people want to have so many children?

. . .

T: I thought the ideas you had to contribute were a lot more interesting than the article itself.

Exhibit 6.2. Selective verbatim of teacher feedback

Acheson, K.A. & Gall, M.D. (1980). Techniques in the clinical supervision of teachers. New York: Longman.

Exhibit 6.3 presents a composite of lessons in which teachers gave directions and structuring comments. We used this approach, rather than presenting the selective verbatim of one teacher, to show the variety of forms that directions and structuring comments can take.

1. Make sure you write this down in your notebook.
2. OK. Most of you have finished. We will go on to the next poem.
3. Would someone please read the introduction?
4. Class, let's have an orderly discussion today. When you want to talk, please raise your hand and I'll call on you.
5. The report we're going to read today is about apartheid in South Africa.
6. The film we just saw on how glass is made illustrates very well some of the points that were covered in the book we're using in this course.
7. Yes, electric cars are one of the really important ways we might be able to control air pollution in the future. You might want to remember that when you write your science-fiction stories.
8. OK. Today I've shown you three different ways you can do calculations. First, we have the slide rule. Second, you can use the desk calculator. And third—does anyone remember what the third method is?
9. Let's act out this scene from the book. Who wants to be Huck Finn? Who wants to be Jim? . . . Now that we have all the characters, I want the rest of you to watch closely. See how well they do the scene as Mark Twain wrote it.
10. Now that you've finished role playing, let's talk about it. How do you feel now about Huck Finn?

Exhibit 6.3 Examples of teacher directions and structuring statements

Acheson, K.A. & Gall, M.D. (1980). Techniques in the clinical supervision of teachers. New York: Longman.

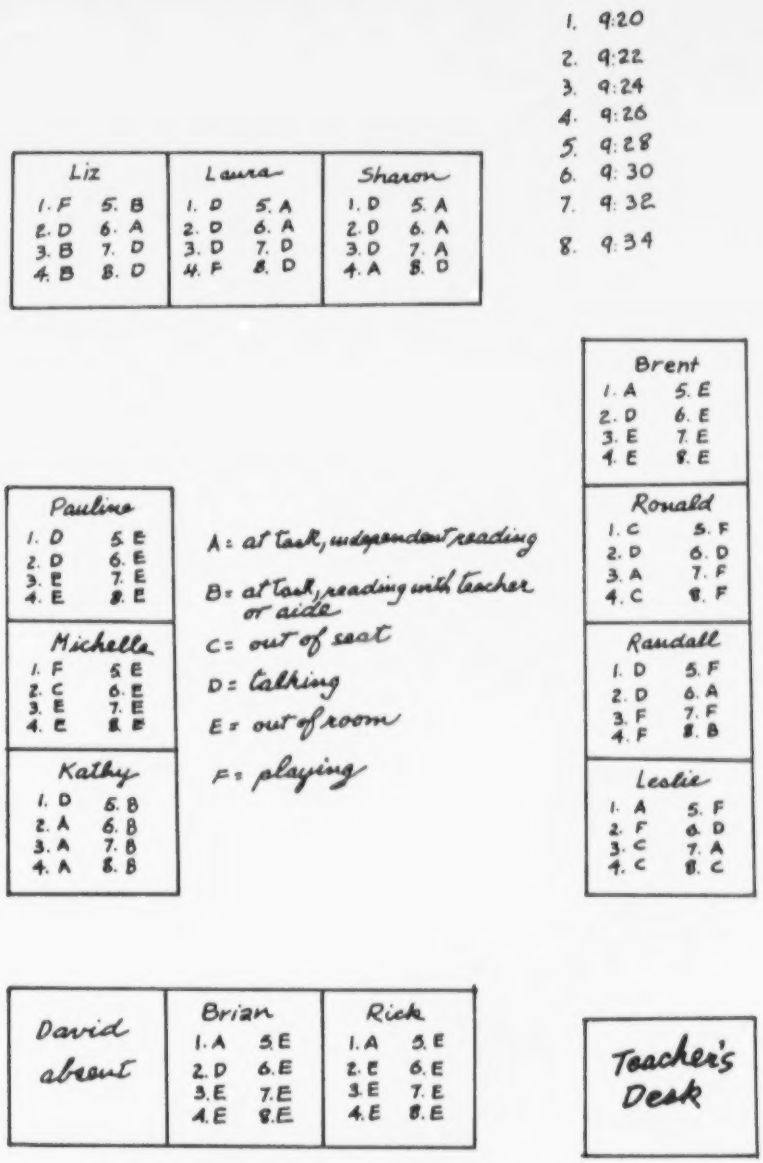
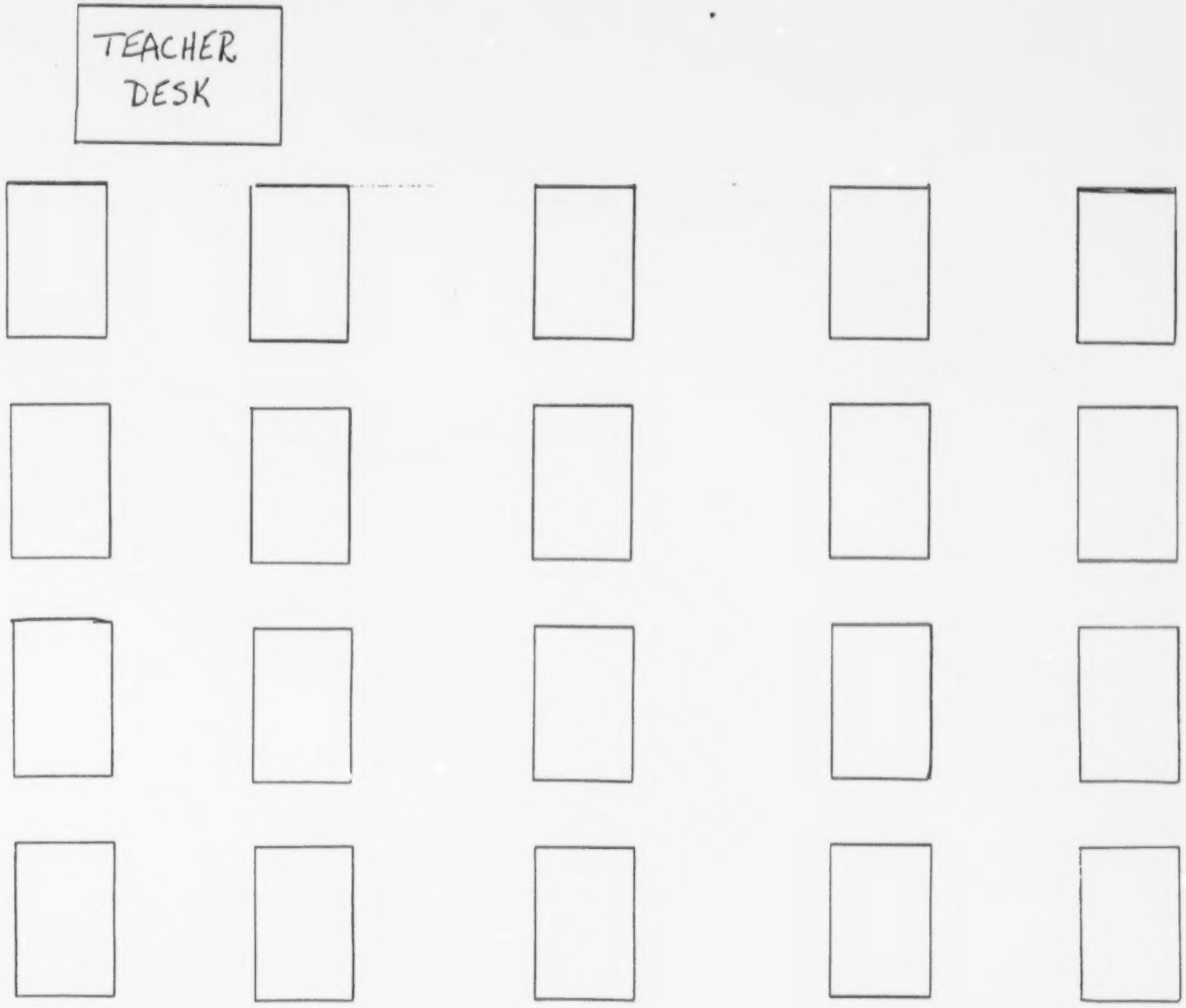


Exhibit 7.1. At-task seating chart

BEHAVIOR	9:20	9:22	9:24	9:26	9:28	9:30	9:32	9:34	TOTAL	%
A. At task- independent reading	4	1	2	2	2	4	2	0	17	18%
B. At task- reading with teacher or aide	0	0	1	1	2	1	1	2	8	8%
C. Out of seat	1	1	1	2	0	0	0	1	6	6%
D. Talking	5	8	2	0	0	2	2	3	22	23%
E. Out of room	0	1	5	5	5	5	5	5	31	32%
F. Playing	2	1	1	2	3	0	2	1	12	13%

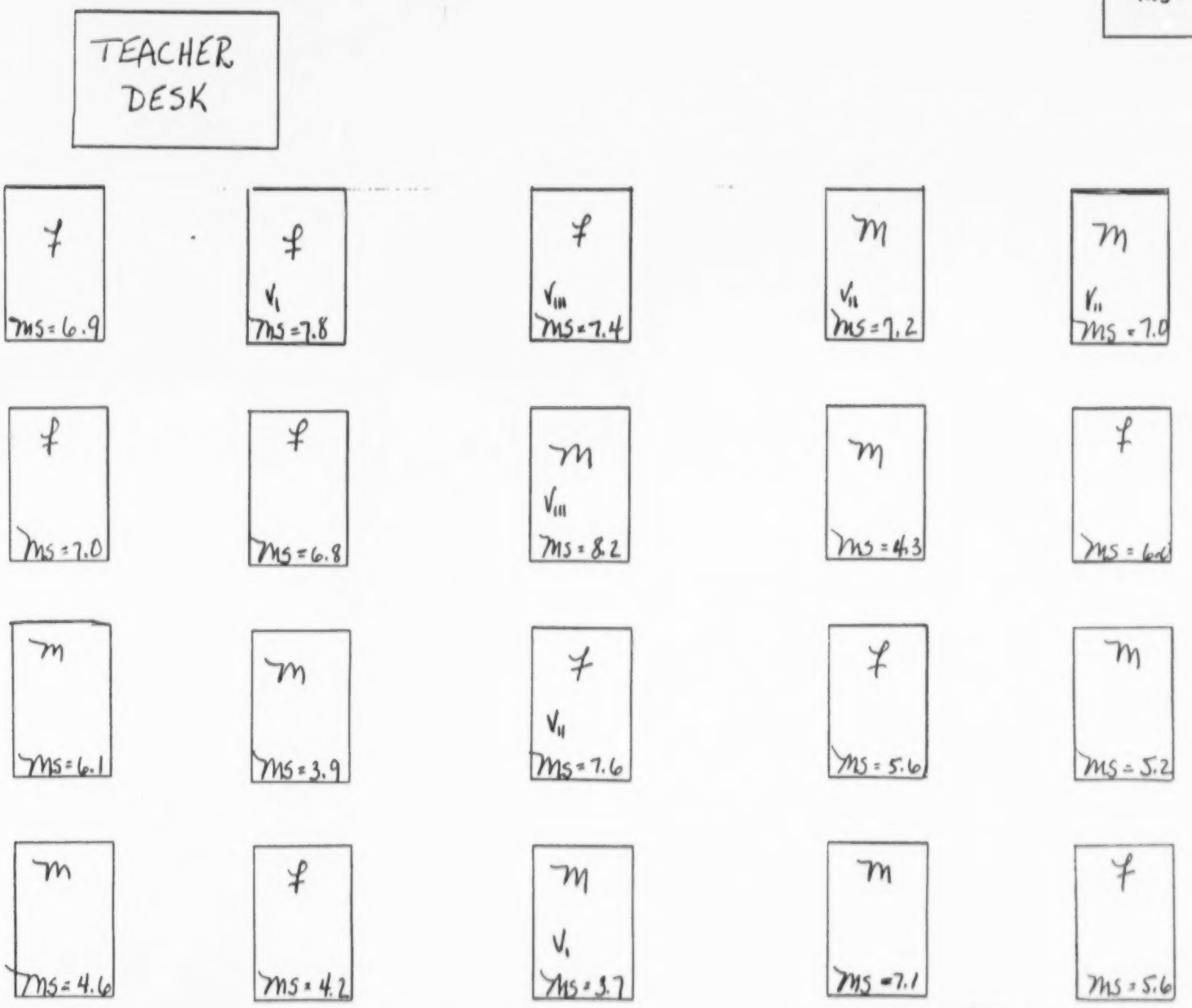
Exhibit 7.2. Summary of At-task data from Exhibit 7.1

Acheson, K.A. & Gall, M.D. (1980). Techniques in the clinical supervision of teachers. New York: Longman.


TEACHER
DESK

20 Minute Observation of Teacher "m" - 7th Grade Math Class

Key: m = male
f = female
V = volunteered a response
MS = Math Score


TEACHER DESK
f MS = 6.9
f V I MS = 7.8
f V III MS = 7.4
m V II MS = 7.2
m V II MS = 7.0
f MS = 7.0
f MS = 6.8
m V III MS = 8.2
m MS = 4.3
f MS = 6.6
m MS = 6.1
m MS = 3.9
f V II MS = 7.6
f MS = 5.6
m MS = 5.2
m MS = 4.6
f MS = 4.2
m V I MS = 3.7
m MS = 7.1
f MS = 5.6

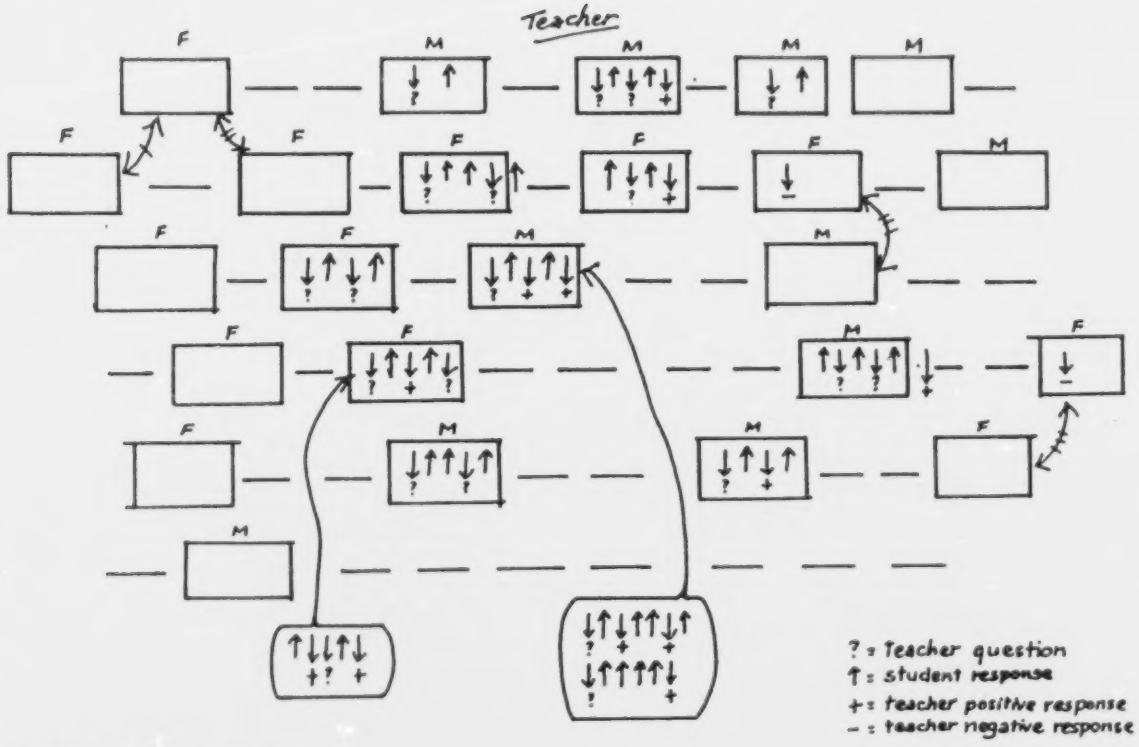


Exhibit 7.3. Verbal flow chart

Acheson, K.A. & Gall, M.D. (1980). Techniques in the clinical supervision of teachers. New York: Longman.

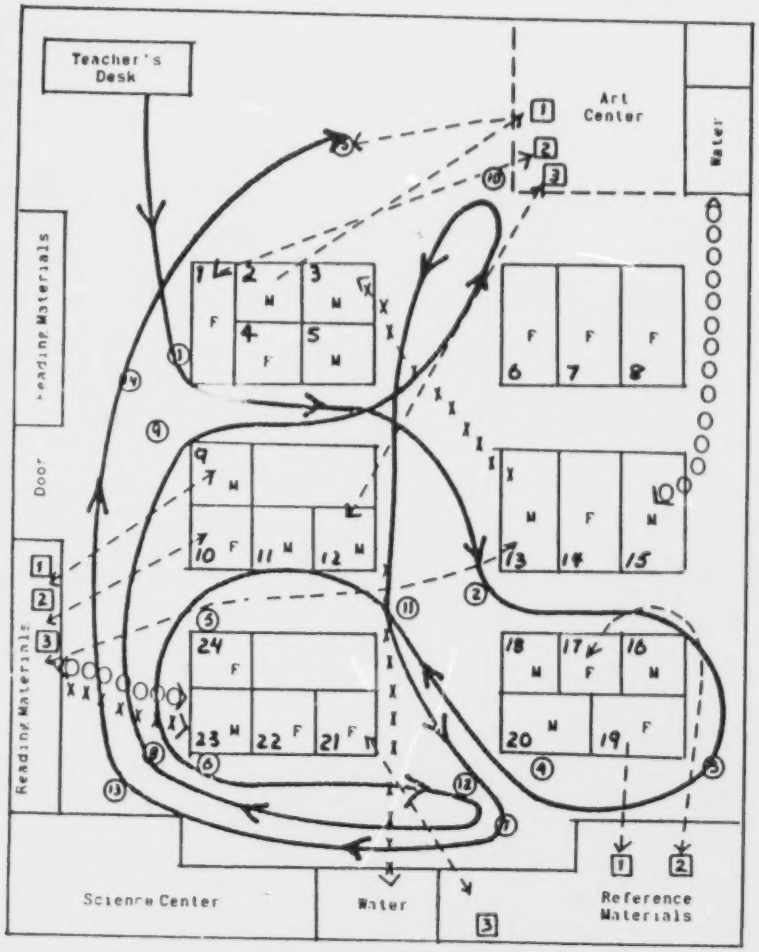


Exhibit 7.4

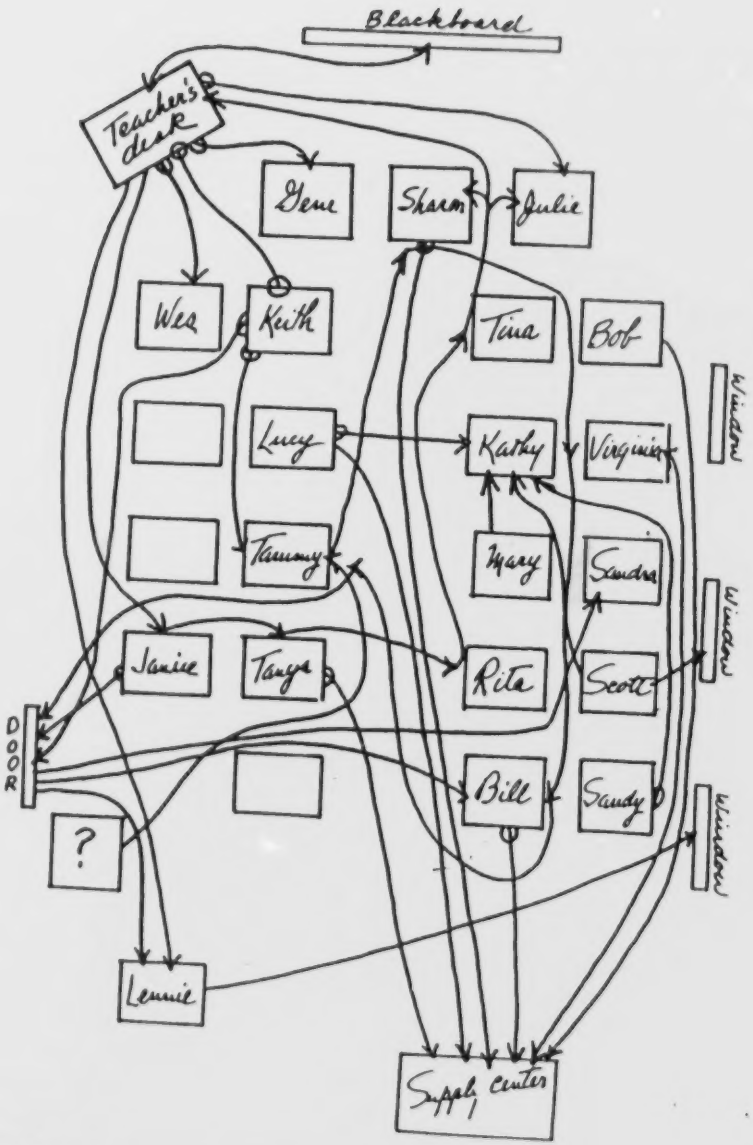


Exhibit 7.5. Movement pattern chart

Acheson, K.A. & Gall, M.D. (1980). Techniques in the clinical supervision of teachers. New York: Longman.

FLANDERS INTERACTION ANALYSIS CATEGORIES* (FIAC)

Teacher Talk	Response	1. Accepts feeling. Accepts and clarifies an attitude or the feeling tone of a student in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included. 2. Praises or encourages. Praises or encourages students; says "um hum" or "go on"; makes jokes that release tension, but not at the expense of a student. 3. Accepts or uses ideas of students. Acknowledges student talk. Clarifies, builds on, or asks questions based on student ideas.
		4. Asks questions. Asks questions about content or procedure, based on teacher ideas, with the intent that a student will answer.
	Initiation	5. Lectures. Offers facts or opinions about content or procedures; expresses his own ideas, gives *his own* explanation, or cites an authority other than a student. 6. Gives directions. Gives directions, commands, or orders with which a student is expected to comply. 7. Criticizes student or justifies authority. Makes statements intended to change student behavior from nonacceptable to acceptable patterns; arbitrarily corrects student answers; bawls someone out. Or states why the teacher is doing what he is doing; uses extreme self-reference.
Student Talk	Response	8. Student talk—response. Student talk in response to a teacher contact that structures or limits the situation. Freedom to express own ideas is limited.
	Initiation	9. Student talk—initiation. Student initiates or expresses his own ideas, either spontaneously or in response to the teacher's solicitation. Freedom to develop opinions and a line of thought; going beyond existing structure.
Silence		10. Silence or confusion. Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

*Based on Ned A. Flanders, *Analyzing Teaching Behavior*, 1970. No scale is implied by these numbers. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate, not to judge, a position on a scale.

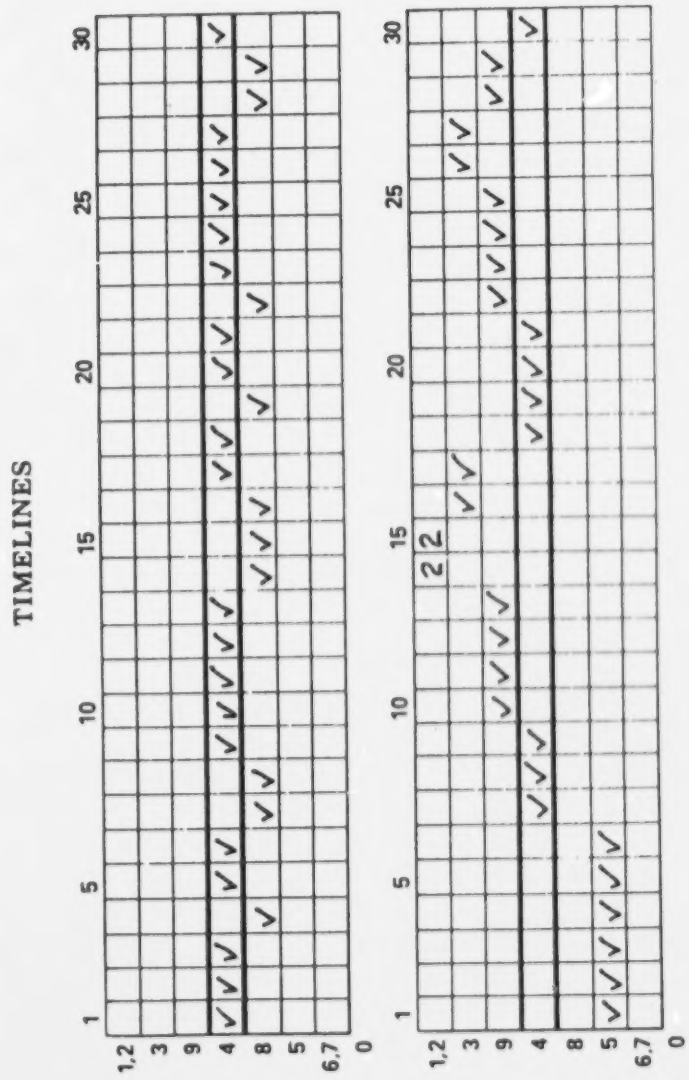
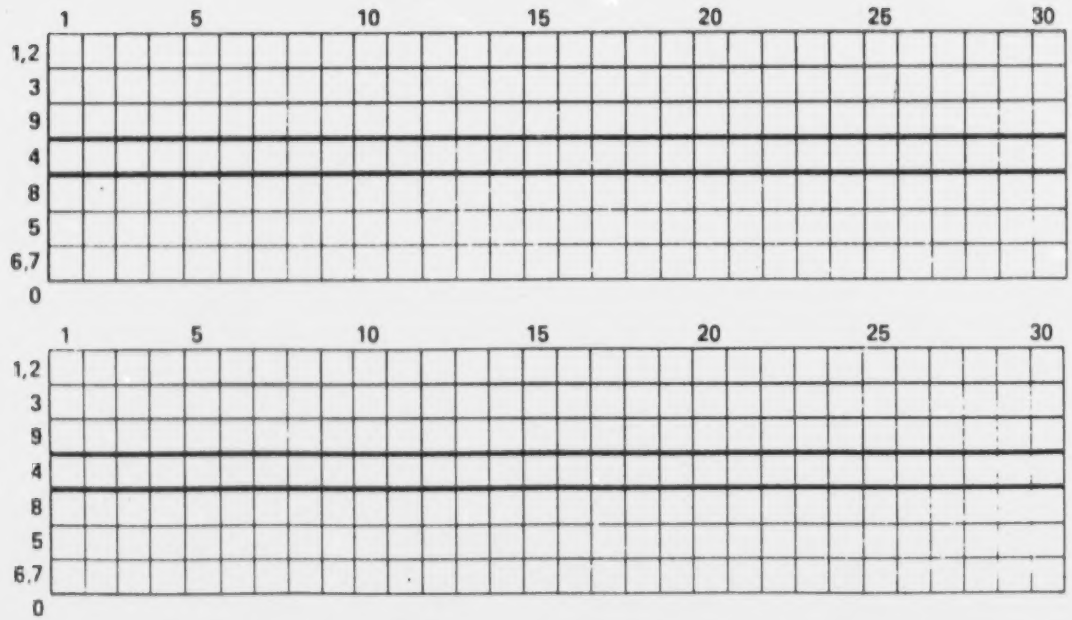


Exhibit 9.6

Acheson, K.A. & Gall, M.D. (1980). Techniques in the clinical supervision of teachers. New York: Longman.

Exhibit 9.7



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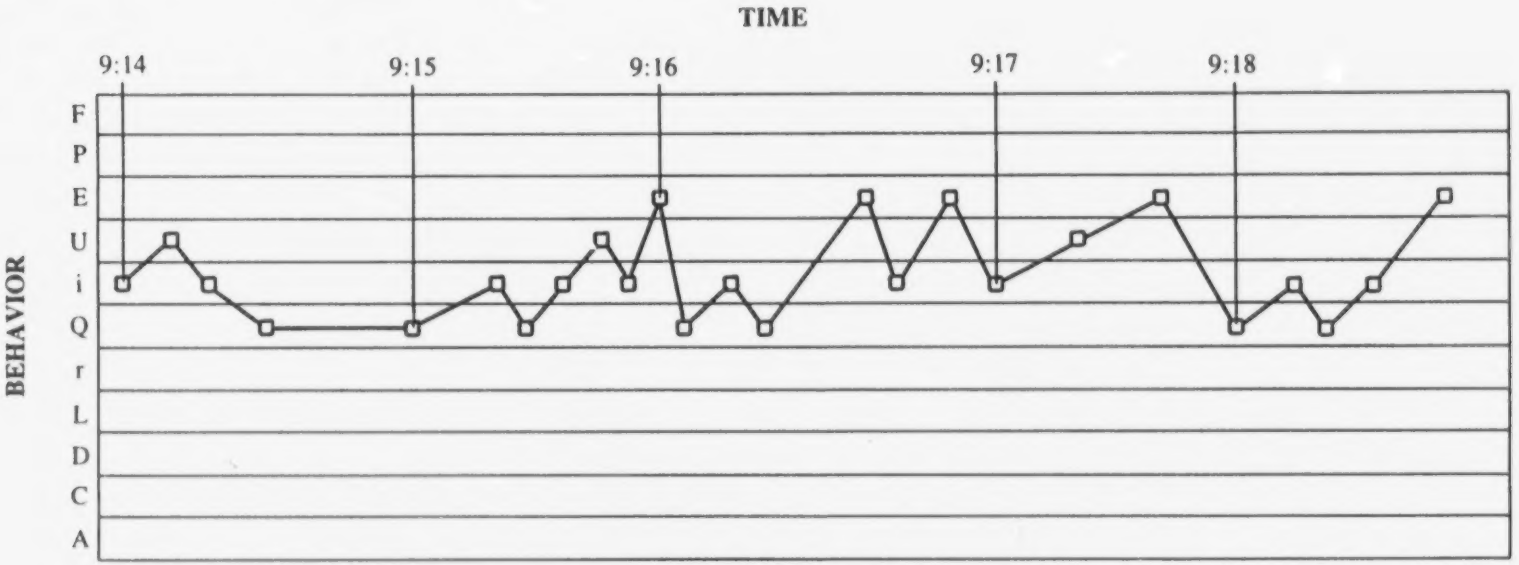
Acheson, K.A. & Gall, M.D. (1980). Techniques in the clinical supervision of teachers. New York: Longman.

Interaction Analysis
Completed Timeline

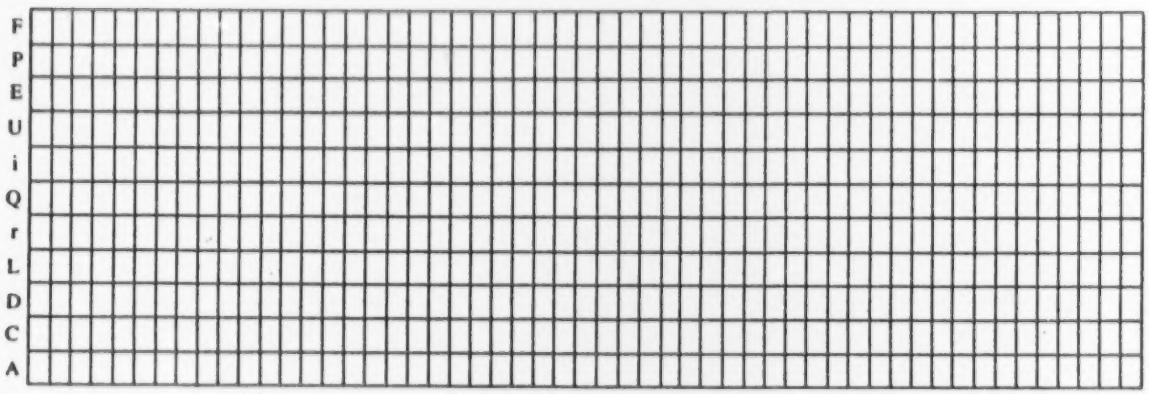


Behavior Key
F—Feelings
P—Praise
E—Encouragement
U—Using an idea
i —Student idea
Q—Question
r —Reciting
L—Lecture
D—Directions
C—Criticism
A—Antagonism

ASCD. (1988). Another Set of Eyes: Techniques for Classroom Observation Alexandria, VA: ASCD.

Blank Timeline

INDIVIDUAL INTERACTIONS



Behavior

F—Feelings
P—Praise
E—Encouragement
u—Using an idea
i—Student idea
Q—Question
r—Recitation
L—Lecture
D—Directions
C—Criticism
A—Antagonism

ASCD. (1988). Another Set of Eyes: Techniques for Classroom Observation Alexandria, VA: ASCD.

FROM WHERE I SIT - DEFINITIONS

RESPONSE OPPORTUNITIES (RO)

A POSITIVE IS CODED WHEN THE TEACHER - provides a response opportunity for one of the students identified.

A response opportunity is any opportunity provided or permitted by the teacher for a pupil to respond to a question, recite, read aloud, express an opinion, give a report, do a problem on the board, demonstrate something, confirm a response given by another student, etc.

* extended or brief
* public
* teacher recognizes student
* if delving occurs, code as one opportunity

A NEGATIVE IS CODED WHEN THE TEACHER - unreasonably prohibits a target student from responding or performing.

* student is scolded for calling out
* student tries to respond, teacher denies the opportunity

INDIVIDUAL HELP (IH)

A POSITIVE IS CODED WHEN THE TEACHER - gives individual assistance to a student.

* may or may not be solicited by student
* can be one-one, or in small group
* brief or extended
* may be nonverbal (points to an error and smiles or nods when student makes correction)
* help from other students is coded only if the teacher directed one student to seek help from or give help to another

A NEGATIVE IS CODED WHEN THE TEACHER - ignores the student's attempt to obtain teacher help.

* teacher is moving about and helping others, and ignores a raised hand
* student approaches and is sent away with discourteous or disrespectful manner
* if teacher cannot help at the time, postpones help nothing is coded until help is provided

WAIT TIME (WT)

A POSITIVE IS CODED WHEN THE TEACHER - allows the student enough time (minimum of 3 seconds) to think before terminating the response opportunity or attempting to assist the student.

A NEGATIVE IS CODED WHEN THE TEACHER - allows less than 3 seconds for response.

* teacher goes on to another student or comments that time is up
* if student terminates the opportunity by answering immediately or stating that he cannot answer, nothing is coded

DELVING, REPHRASING, GIVING CLUES (DRGC)

A POSITIVE IS CODED WHEN THE TEACHER - provides any additional information verbally or non-verbally to help the student respond to a question.

* student may have answered the question incompletely, incorrectly, or may not have responded at all
* teacher may rephrase the question, provide a clue, provide additional information, explain a word, ask a different but related question
* repeating the original question is not coded as delving
* delving is coded only once per response opportunity even though it may be extended
* delving is coded even if the desired student response is not achieved

A NEGATIVE IS CODED WHEN THE TEACHER - terminates the response opportunity of a student who has not responded without rephrasing the question, providing additional information, or delving in some way. A negative is also coded when the teacher terminates the response opportunity of a student whose answer was inadequate without rephrasing the question, providing additional information, or delving in some way.

* a response is not considered inadequate unless the teacher so indicates to the student by commenting or by asking the same question of another student

HIGHER LEVEL QUESTIONS (HL?)

A POSITIVE IS CODED WHEN THE TEACHER - asks the student a question which requires him or her to do something more than merely remember the answer from reading, previous teacher instruction, or another source.

* positive coded for questions or requests for thinking such as: 1) give an opinion, 2) assess facts, 3) evaluate ideas, 4) discover connections between ideas, 5) explain, 6) organize information, 7) hypothesize, 8) interpret information, 9) draw implications, 10) predict trends or effects, 11) generalize
* even if student answers inadequately (wait time and delving may also occur)

A NEGATIVE IS CODED WHEN THE TEACHER - implies or states that questions are either easy or difficult.

* teacher directs only easy, knowledge level questions to student

AFFIRM OR CORRECT (A/C)

A POSITIVE IS CODED WHEN THE TEACHER - informs the student who has responded, performed in some way, or is working at his desk, that his response or work is or is not acceptable.

* even if the feedback is that the answer is wrong
* other students may be involved in providing feedback
* may be cursory or perfunctory
* redundant feedback is coded only once

A NEGATIVE IS CODED WHEN THE TEACHER - does not react or comment after a student has responded to a question, read aloud, recited, or performed in some way usually at the teachers's request.

* if student is not informed as to the acceptability of his performance by any verbal or nonverbal communication
* if teacher repeats question in quizzical manner, without indicating then or later whether student's response was right or wrong.
* if teacher belittles student's response

GENERAL PRAISE (GP)

A POSITIVE IS CODED WHEN THE TEACHER - praises the student's learning performance in a general way.

* goes beyond mere acceptance to express pleasure
* does not include personal compliments on grooming, dress, etc.
* if rewarad system is used in the class, code when a reward is given
* teacher arranges for praise by another student

A NEGATIVE IS CODED WHEN THE TEACHER - criticizes the student's performance in a sarcastic or demeaning manner.

* code verbal or obvious non-verbal indications which go beyond "correction" to amount to criticism

SPECIFIC REASONS FOR PRAISE (SP)

A POSITIVE IS CODED WHEN THE TEACHER - praises a student's learning performance and gives a reason for the praise

* praises student and specifies what is praiseworthy
* teacher arranges for specific praise by another student

A NEGATIVE IS CODED WHEN THE TEACHER - is sarcastic, communicates praise which is insincere, or criticizes a student's performance in a demeaning manner

NOTHING IS CODED WHEN THE TEACHER - had an opportunity to give specific praise and failed to do so.

* perfunctorily says "good," "fine," without providing specific comment on the aspect of the learning performance which was praiseworthy

LISTENING (L)

A POSITIVE IS CODED WHEN THE TEACHER - maintains eye contact with the student or indicates to the student that the response was heard - e.g., the teacher writes the response on the board while his or her back is turned toward student.

* facial expression indicates patience and interest
* any evidence that teacher listened - positive is coded
* if teacher is distracted, apologizes then returns his attention

A NEGATIVE IS CODED WHEN THE TEACHER - is inattentive to a student whose verbal communication has been permitted or invited.

* teacher appears to be disinterested or preoccupied
* teacher gives appearance of listening, but reveals that he did not hear what was said

ACCEPTING FEELINGS (AF)

A POSITIVE IS CODED WHEN THE TEACHER - recognizes the student's feelings and deals with them in a non-evaluative manner.

* teacher's intent is to accept or clarify feelings expressed by the student
* empathetic or accepting attitude is demonstrated
* may be nonverbal

A NEGATIVE IS CODED WHEN THE TEACHER - discourages or disparages a student's feelings.

* rejecting or ridiculing feelings

PROXIMITY (P)

A POSITIVE IS CODED WHEN THE TEACHER - comes within arm's reach of a target student, whether or not the student is aware of her/his presence.

* if teacher is working with small group, code once for each student within arm's reach
* merely passing a student is not coded, unless the teacher stops for a measurable time
* nothing is coded is proximity is initiated by student

A NEGATIVE IS CODED WHEN THE TEACHER - avoids proximity with a target student.

* teacher removes student to more distant location
* teacher steps away from student who has approached

COURTESY (C)

A POSITIVE IS CODED WHEN THE TEACHER - uses expressions of courtesy in interaction with student.

* "Excuse me," "You're welcome," "I'm sorry," etc. with sincerity

A NEGATIVE IS CODED WHEN THE TEACHER - behaves toward the student in a disrespectful manner which would not be characteristic of the teacher's behavior toward adults.

* rude or insulting remarks, even if accompanied by a friendly expression or said in a kidding way
* uses words insincerely
* teacher interrupts student without apology

PERSONAL INTEREST / COMPLIMENTS (PI/C)

A POSITIVE IS CODED WHEN THE TEACHER - asks questions or makes statements relating to the student's personal interests or expertise.

* teacher expresses personal interest or previous knowledge of the student's interests
* teacher compliments student for something extraneous to the instructional task

A NEGATIVE IS CODED WHEN THE TEACHER - curtails or belittles the student's attempt to tell about a personal interest or activity.

* stops student from telling personal experience with abrupt comments
* if teacher suggests another time for the student to share his personal experience or interest, nothing is coded
* teacher belittles the personal experience or interest of student
* teacher puts student down for behavior or characteristic extraneous to the assigned learning task

TOUCHING (T)

A POSITIVE IS CODED WHEN THE TEACHER - touches the student in a friendly manner.

* may be as brief as pat on shoulder
* nothing coded if teacher touches student with object like book or pencil

A NEGATIVE IS CODED WHEN THE TEACHER - rejects the student's attempt to touch the teacher.

* teacher avoids socially appropriate physical contact initiated by student or reacts by jerking away to an accidental touch
* teacher slaps, pushes, grabs or otherwise touches the student in a manner that expresses anger or distaste, or if the teacher uses a rules or other object to slap student

DESIST (D)

A POSITIVE IS CODED WHEN THE TEACHER - asks the student to desist from a behavior in a calm, courteous manner which does not put the student down and does not imply that misbehavior was expected of him or her.

* teacher requests are matter-of-fact, courteous
* may be verbal or non-verbal
* if teacher expresses anger, positive is coded only if the anger is directed toward the behavior rather than the child

A NEGATIVE IS CODED WHEN THE TEACHER - insults the student or vents anger and hostility on the student in dealing with misbehavior.